

## Warrington School Achievement Targets 2012

|                       |   |
|-----------------------|---|
| <b>Strategic Aim:</b> | All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.   |
| <b>Annual Aim:</b>    | To increase the number of students achieving at or above the level of the National Standard for mathematics.  |
| <b>Baseline data:</b> | <ul style="list-style-type: none"> <li>Analysis of data in November 2011 identified students were not achieving to the same level in maths as they were in reading and writing.</li> <li>Teachers' reflection on mathematics indicated that basic facts and problem solving were areas of concern.</li> <li>14 (35%) students were achieving below expected standards in December 2011</li> </ul> |
| <b>Targets:</b>       | <ul style="list-style-type: none"> <li>All students who were below the standard in 2011 in relation to the maths standards will make more than one year's progress and be achieving at the standard by the end of 2012.</li> <li>All students who were well below the standard will make more than one years' progress in relation to the maths standards.</li> </ul>                             |

| Actions to achieve targets  | Responsibility                  | Budget  | Time frame                |
|---|---------------------------------|---------|---------------------------|
| 1. Further analysis of student mathematics data to be undertaken to identify further areas of strengths and weaknesses.   | All teaching staff              |         | Term 1                    |
| 2. Teachers to identify which students need priority support – targeted instruction to accelerate learning.   | All teaching staff              |         | Ongoing                   |
| 3. Students that have been identified as having a high need for priority support to be included in the Face to Face programme. This is to be assessed on a greatest needs basis.  | Principal                       | \$5,000 | Assessment made each term |
| 4. Teachers are to provide increased levels of strategies to assist with problem solving. Students will be given intensive basic fact learning in the class with an encouragement to practice at home. Allow older students increasing involvement in determining how they learn to problem solve and remember with fast recall basic facts.  | All teaching staff              |         | Ongoing                   |
| 5. Regular monitoring meetings to discuss progress of target students, the wider school learning programme in mathematics and practises/methods that appear to be having results (good and bad). Linked to the staff meetings that will integrate teacher's personal goals with how we are managing the mathematics goals as well.  | All teaching staff              |         | At least monthly          |
| 6. Undertaking in school professional development in mathematics using the schools management unit to lead this. Reassessing SWA for mathematics and how this can be done. Re-evaluating the current rubric to bring it in line with National Standards set for each year level rather than curriculum level and*{{pdf Warrington_School_Annual_Report_2011.pdf School Annual Report 2011}} making goal setting for individuals easier. | Management Unit                 |         | Ongoing                   |
| 7. Analyse and understand the reasons for students who are under-performing in maths and where required develop IEPs for these students.  | Management Unit<br>Face To Face |         | End of term 2             |

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# Warrington School Analysis of Variance 2012

|  |  |
|--|--|
| <b>Baseline data:</b>  | <ol style="list-style-type: none"> <li>1. Students were not achieving to the same level in maths as they were in reading and writing.</li> <li>2. Students achieved better in some contexts than in others – signalling engagement with the material and having a sense of purpose.</li> <li>3. 14 (35%) students were achieving below expected standards</li> </ol>   |
| <b>Exit data:</b>  | <ul style="list-style-type: none"> <li>• November 2012 data has 12 (30%) students working below their expected level in maths.</li> <li>• 37.5% of students (15) are working above their expected range compared with 15% (6) December 2011 and 17.5% (7) in February 2012.</li> </ul>   |
| <b>Targets:</b>  | <ol style="list-style-type: none"> <li>A) All students who were below the standard in 2011 in relation to the maths standards will make more than one year's progress and be achieving at the standard by the end of 2012.</li> <li>B) All students who were well below the standard will make more than one years' progress in relation to the maths standards.</li> </ol>  |
| <b>Targets Variance:</b>   | <ol style="list-style-type: none"> <li>A) Students who were well below standard in 2011 have made progress and were given classroom teacher aide support in mathematics <ul style="list-style-type: none"> <li>• All students well below standard remain so - discussions have been had with student's parents as to the lack of progress</li> </ul> </li> <li>B) 2 students who were below the standard made more than one year's progress. <ul style="list-style-type: none"> <li>• Most students made more than one year's progress - corroborated by individual data and overall teacher judgements</li> </ul> </li> </ol> |
| <b>Actions taken to achieve targets</b>  |  |
| <b>1. Further analysis of student mathematics data to be undertaken to identify further areas of strengths and weaknesses</b> <ul style="list-style-type: none"> <li>• Professional development undertaken by all staff. Mathematics staff meetings co-ordinated by management unit holder</li> <li>• Moderating student's mathematics and undertaking a needs analysis of school and student strengths/weaknesses</li> </ul>  |  |
| <b>2. Teachers to identify which students need priority support – targeted instruction to accelerate learning</b> <ul style="list-style-type: none"> <li>• Teachers discussed students' needs after analysing student data in the student management system</li> </ul>   |  |
| <b>3. Students that have been identified as having a high need for priority support to be included in the Face to Face programme. This is to be assessed on a greatest needs basis</b> <ul style="list-style-type: none"> <li>• Priority students were identified and given support in the classroom in terms 1-3 by teacher aides and volunteers</li> </ul>   |  |
| <b>4. Teachers are to provide increased levels of strategies to assist with problem solving. Students will be given intensive basic fact learning in the class with an encouragement to practice at home. Allow older students increasing involvement in determining how they learn to problem solve and remember with fast recall basic facts</b> <ul style="list-style-type: none"> <li>• Teacher discussion over own strategies for problem solving, sharing these with students and encouraging learners to share their own</li> <li>• Using maths within context and wherever possible using practical hands on experiences – e.g. use of on-line computer games for basic facts, building in the technology shed</li> </ul>  |  |
| <b>5. Regular monitoring meetings to discuss progress of target students. The wider school learning programme in mathematics and practises/methods appear to be having results (good and bad). Linked to the staff meetings that will integrate teacher's personal goals with how we are managing the mathematics goals as well</b> <ul style="list-style-type: none"> <li>• Many staff meetings were maths focussed this year and all teacher's personal goals included mathematics goals</li> </ul>  |  |
| <b>6. Undertaking in school professional development in mathematics using the schools management unit to lead this. Reassessing SWA for mathematics and how this can be done. Re-evaluating the current rubric to bring it in line with National Standards set for each year level rather than curriculum level and making goal setting for individuals easier</b> <ul style="list-style-type: none"> <li>• Changes were made to systems such as the single data entry page that allows information on both individual and school on one page</li> <li>• School tools and assessment criteria were developed for both problem solving and basic facts.</li> <li>• Student data was analysed and explained after finding discrepancies - students recording no progress within national standard yet making overall improvements in test results</li> </ul> |  |
| <b>7. Analyse and understand the reasons for students who are under-performing in maths and where required develop IEPs for these students</b> <ul style="list-style-type: none"> <li>• No IEPs were required for the targeted students but each one had specialist intervention to assist with their learning. There was still a significant improvement for students from February to November. Exit data doesn't show the individual improvement (See below for further Maths data info)</li> </ul>   |  |

| 2012 – 40 students |      | Well Below                      |          |          | Below     |            |            | At       |            |            | Above      |           |            |
|--------------------|------|---------------------------------|----------|----------|-----------|------------|------------|----------|------------|------------|------------|-----------|------------|
|                    | Year | Reading                         | Writing  | Maths    | Reading   | Writing    | Maths      | Reading  | Writing    | Maths      | Reading    | Writing   | Maths      |
| All Students       | 2011 | 3 (7.5%)                        | 1 (2.5%) | 3 (7.5%) | 7 (17.5%) | 11 (27.5%) | 11 (27.5%) | 18 (45%) | 20 (50%)   | 20 (50%)   | 12 (30%)   | 8 (20%)   | 6 (15%)    |
|                    | 2012 | 2 (5%)                          | 4 (10%)  | 3 (7.5%) | 3 (7.5%)  | 8 (20%)    | 9 (22.5%)  | 12 (30%) | 19 (47.5%) | 13 (32.5%) | 23 (57.5%) | 9 (22.5%) | 15 (37.5%) |
| Male               | 2011 | 3 (7.5%)                        | 1 (2.5%) | 3 (7.5%) | 7 (17.5%) | 7 (17.5%)  | 6 (15%)    | 10 (25%) | 12 (30%)   | 12 (30%)   | 4 (10%)    | 4 (10%)   | 3 (7.5%)   |
|                    | 2012 | 2 (5%)                          | 4 (10%)  | 3 (7.5%) | 3 (7.5%)  | 5 (12.5%)  | 5 (12.5%)  | 8 (20%)  | 12 (30%)   | 8 (20%)    | 12 (30%)   | 4 (10%)   | 9 (22.5%)  |
| Female             | 2011 |                                 |          |          |           | 4 (10%)    | 5 (12.5%)  | 8 (20%)  | 8 (20%)    | 8 (20%)    | 8 (20%)    | 4 (10%)   | 3 (8%)     |
|                    | 2012 |                                 |          |          |           | 3 (7.5%)   | 4 (10%)    | 4 (10%)  | 7 (17.5%)  | 5 (12.5%)  | 11 (27.5%) | 5 (12.5%) | 6 (15%)    |
| Maori              | 2011 |                                 |          |          |           |            |            |          |            |            |            |           |            |
|                    | 2012 | Blacked out for privacy reasons |          |          |           |            |            |          |            |            |            |           |            |
| Pacifica           | 2011 |                                 |          |          |           |            |            |          |            |            |            |           |            |
|                    | 2012 |                                 |          |          |           |            |            |          |            |            |            |           |            |
| Number of students |      | Data by year level              |          |          |           |            |            |          |            |            |            |           |            |
| Year 1             | 1    |                                 |          |          |           |            |            | 1        | 1          | 1          |            |           |            |
| Year 2             | 3    |                                 |          |          |           |            |            |          | 2          |            | 3          | 1         | 3          |
| Year 3             | 6    |                                 |          |          |           |            | 1          | 2        | 3          |            | 4          | 3         | 5          |
| Year 4             | 12   |                                 |          | 1        | 2         | 2          | 3          |          | 8          | 4          | 10         | 1         | 5          |
| Year 5             | 5    |                                 |          |          |           | 1          | 2          | 3        | 2          | 2          | 2          | 2         | 1          |
| Year 6             | 7    |                                 | 1        | 1        | 1         | 3          | 1          | 4        | 2          | 4          | 2          | 1         | 1          |
| Year 7             | 2    | 2                               | 2        | 2        |           |            |            |          |            |            |            |           |            |
| Year 8             | 4    |                                 |          |          |           | 2          | 2          | 2        | 1          | 1          | 2          | 1         | 1          |

#### Areas of strength :

##### Maths:

- Increase in students achieving above their expected level 37%, 70% of students are working at or above level compared with 65% last year
  - Emphasis has been basic facts and problem solving - access to the internet and access to building/creating materials were helpful

##### Writing:

- Retaining gains made in 2011 focus on writing with 70% of our students achieving at or above their expected levels

##### Reading:

- Continues to be a strength with 57% of students reading above level and 87% of students working at or above their expected level, up from last year's 75%
- All girls are achieving at or above their expected level
  - The support of Blueskin Bay library's book car bringing a selection of hand-picked books for students
  - Access to computers across the school has improved access for research and recreation

#### Areas for improvement:

Raising boys achievement and providing teacher aide support for students with learning needs

## Maths Targets

Warrington School had a focus on Maths this year, as it was identified that students were not achieving at the same level in Maths as they were in Reading and Writing. It was decided to target Basic Facts and Problem- solving as focus areas, as these are inherent to improve overall Maths achievement.

The targets were that children who were *below* at the beginning of 2012 would be achieving *at* by the end of this year. Those children who were achieving *well below* would make more than one years progress hopefully to take them up a level to *below*.

The attached graphs show the information gathered in Basic facts, Problem solving and PAT.

It is recorded at National Standard levels. It has been bundled into 3 groups, Year 2/3, Year 4/5 and Year 6/7/8 to prevent identifying individual students.

### Graphs

showing Feb/Nov comparison of data collected recorded as National Standard levels.

1= *above* 2=*at* 3=*below* 4=*well below*

Basic Facts and Problem solving are Warrington School tests developed using National Standards . They are graded:in that the raw score at the beginning of the year does not mean the same as at the end of the year (for eg: a Year 2 could score 11 in the basic facts test in February which means they are level 2 (*at*), but in November scoring 11 as a Year 2 would mean they were level 4 (*well below*).

PAT is a national wide standardised test where raw scores are converted to stanines. These stanines convert to National Standad levels as 8/9=1(*above*); 5,6,7=2(*at*); 3/4=3(*below*); 1/2=4(*well below*)

**For our focus to have been successful, the November (red) data needs to be growing bigger on the 1 and 2 levels, while getting smaller at the 3 and 4 levels when compared to the February data (blue).**

*(See graphs below)*

**These graphs indicate that the focus on Maths has made a difference.**

In most instances, the levels 1 and 2 have increased and the levels 3 and 4 have decreased, indicating that our target to move the *below* and *well below* achieving children has generally been successful.

Some children have made little movement and remained *well below* (it is to be remembered that as 'special needs' children get older they become more and more entrenched in the *well below* category). Some children have made huge jumps – from *well below* to *at*, or *below* to *above*.

Within the National Standards levels we have what appears to be children that have made no progress, but when the raw scores are looked at we get examples as follows:

- a *well below* child scores 27 in basic facts in February, but 53 at the end -still *well below* but significant progress for that child.
- a *well below* child scores 19 in basic facts in February, but 47 in November putting them now at the upper edge of *below* (if scored 48 would have been *at*)

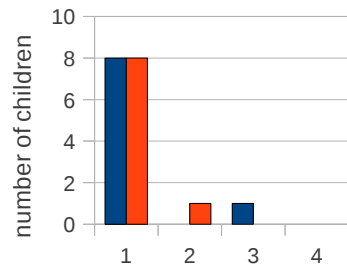
As teachers National standard numbers mean little, the important information is inside the individual's work – what areas they are weak on, what they are now able to do successfully, how much progress they have made, and where to take each individual next. It is also important to use the information gathered to look for general weaknesses or strengths within the class (eg strong on multiplication, weak on fractions) and using this in planning the class and school programme and focus.

*Brenda Morrison*

**Blue** column is February data. **Red** column is November data

Year 2/3

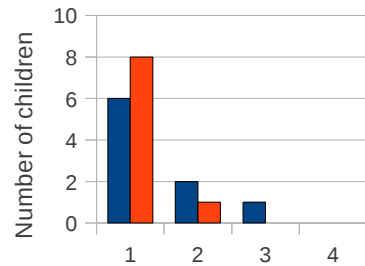
Basic facts comparison



National Standard levels

Year 2/3

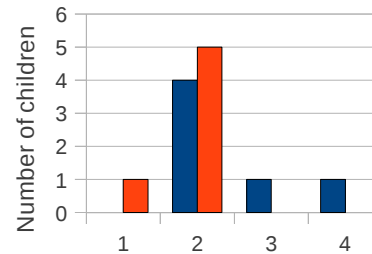
Problem Solving



Nat Std level: Feb/Nov comparison

Year 2/3

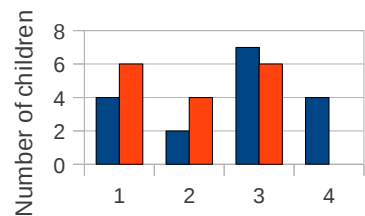
PAT



National Standard level: Feb/Nov comp

Year 4/5

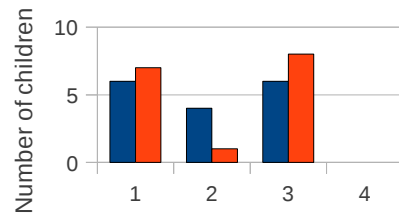
Basic Facts



Nat Std levels: Feb/Nov comarison

Year 4/5

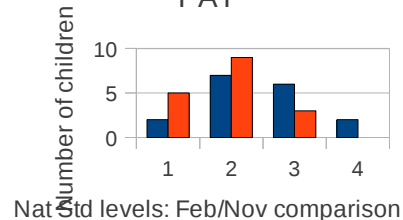
Problem Solving



Nat Std levels: Feb/Nov comparison

Year 4/5

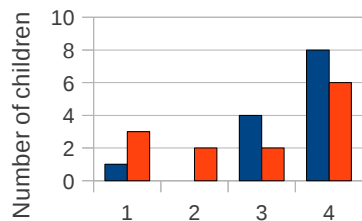
PAT



Nat Std levels: Feb/Nov comparison

Year 6/7/8

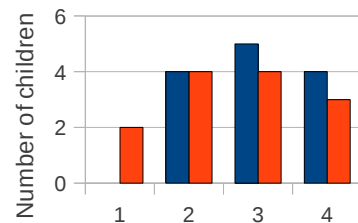
Basic Facts



Nat Std levels:Feb/Nov comparison

Year 6/7/8

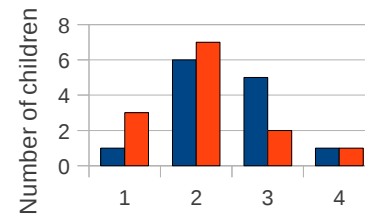
Problem Solving



Nat Std levels: Feb/Nov comparison

Year 6/7/8

PAT



Nat Std levels: Feb/Nov comparison

## Charter Goals 2012

|                            |   |
|----------------------------|---|
| <b>Student Achievement</b> | <b>To improve the exposure to the Arts by pupils</b> <ul style="list-style-type: none"> <li>• Room 2 Indian Dance Lesson with DANZ tutor – Swaroopa</li> <li>• Rooms 1 &amp; 2 Two Hiphop lessons each with DANZ tutor - Lisa</li> <li>• Rooms 1 &amp; 2 attended the dress rehearsal of 'Cats' performed by students from Kings and Queens High School.</li> <li>• July – whole school visit to Art Gallery for tour and education programme</li> <li>• Room 2 took part in a LEARNZ online field trip with the Christchurch Symphony Orchestra.</li> <li>• The whole school attended a recital performed by the Southern Sinfonia.</li> <li>• Teachers incorporated the arts into their planning and topics. E.g Rm 2 explored Indian art, dance and a song in Hindi. Rap was explored during our space topic.</li> <li>• Opportunity was given to all in the school community to take up private paying music lessons with Aart Brusse – visiting teacher.</li> <li>• Each end of Term ass*{{pdf Warrington_School_Annual_Report_2011.pdf School Annual Report 2011}}embly this year has had a strong focus on the Arts</li> <li>• End of year Items for concert all have strong Arts focus covering drama, music, dance and visual arts.</li> </ul> |
| <b>Performance</b>         | <b>To support teachers in teaching Arts at all school levels</b> <ul style="list-style-type: none"> <li>• EOTC programme in which DANZ (Dance NZ) pays for tutors to teach dance in schools. Specialist teachers came into the school to teach Indian dance and Hip hop.</li> <li>• Aart Brusser did several sessions with Rooms 2 &amp; 3 instrument lesson</li> <li>• Drumming with Hannah Sadler</li> <li>• Specialist art instruction during visit to Art Gallery</li> </ul>  |
| <b>Resources</b>           | <b>Provide training of teachers/staff in relevant programmes and purchasing of resources to support programmes</b> <ul style="list-style-type: none"> <li>• Janine let other staff know and attended 'Dancing makes you Smarter' Workshop – April 2012. At this course I met the DANZ co-ordinator and set up our association with DANZ</li> <li>• Janine also attended the Indian Dance Workshop and met Swaroopa who is contracted by DANZ</li> <li>• News of upcoming LEARNZ music field trip shared with other staff.</li> <li>• Background notes from the Southern Sinfonia were distributed to staff.</li> <li>• Materials purchase postponed till 2013</li> <li>• Transport – bus trips x2</li> </ul>  |

### **Kiwi sport funding**

All Kiwi Sport funds received by Warrington School in 2012 have been spent on playground development, the school fund-raised \$3900 for sports equipment.